

Breakout Sessions

African American Boys: Using Text to Interrupt the Spoils of Failure - Alfred Tatum, Northern Illinois University

Closing the Achievement Gap for Limited-English Proficient Students - John Leach, The University of Connecticut

An Investigation of Successful Mathematics Instruction in an Urban High School - Michael Egan, Boston College

Evidence Based Practices in Classroom Management - Sarah Fairbanks, Amy Briesch, Diane Meyers & Brandi Simonsen, The University of Connecticut

Closing the Achievement Gap: Universal Instructional Design Meets Social Network Theory Na'im Madyun, The University of Minnesota

Closing the Achievement Gap through the Development of Critical Thinking Skills through Media Literacy Study - Thomas Goodkind, The University of Connecticut

Narrowing the Achievement Gap: A Success - Story - Vivian Ikpa, Temple University

Improving School Culture to Raise Student Achievement - Soon Nam Choi, Lisa Jaszcz & Lauren Rodriguez, The University of Connecticut

Reducing Achievement Gaps in Mathematics by Accelerating the Development of Computational Fluency with Basic Facts - Anthony Gabriele, The University of Northern Iowa

Closing the Gap Before it Widens: A Review of Empirically Supported Interventions for Addressing Problem Behavior in Preschool and Kindergarten - Teri LeBel, The University of Connecticut

Factors Contributing to the Gap in Minority Education in Science and Strategies for Closing it - Julia Clark, The National Science Foundation

The Daily Behavior Report Card (DBRC) as an Evidence-Based Tool in Intervention and Assessment with At-Risk Students - Amy Briesch & Sandra Chafouleas, The University of Connecticut

Evaluating the Impact of a Tailored Education Environment on African American High School Students' Academic Achievement and Truancy Rates - Dedrick Sims, The University of South Alabama

How Reading Comprehension Changed while We Weren't Looking and what We Need to do about it: Closing Achievement Gaps in Connecticut and Our Nation - Donald Leu & Laurie Henry, The University of Connecticut

Regional School District Collaboration as a Comprehensive Strategy for Closing the Achievement Gap - Robert Jarvis, Claudia Lyles & John Weathers, The University of Pennsylvania

Intelligences Outside the Normal Curve: Factors that Contribute to the Creation of Social Capital in Young People and Adults - Joseph Renzulli, The University of Connecticut

An Examination of Differences in Student Growth Martha McCall, The Northwest Evaluation Association

Using the Schoolwide Enrichment Model Reading Framework to Eliminate the Achievement Gap - Sally Reis, The University of Connecticut

Closing the Achievement Gap for Youth Offenders: A Systemic Approach - Marcia Hughes, ACTIONS & Orv Karan, The University of Connecticut

The Embedded Story Structure Routine: Teaching Standards While Improving Literacy for All Levels of Learners in Secondary Language Arts - Michael Faggella-Luby, The University of Connecticut

Bridging the Gap between Schools and Language Minority Families - Thomas Levine, The University of Connecticut

Closing the Vocabulary Gap: Intensifying Vocabulary Instruction for At-Risk Students - Susan Loftus, Richard Zipoli, Michael Coyne, Michael Faggella-Luby, Stephanie Allen, Emily McCoy & Rebecca Curtin, The University of Connecticut

The Signature Initiative – Developing High-Potential Youth: Take a Closer Look: You May Be Missing What Goldman Sachs Students Have to Offer - Heather Corcoran, Educational Testing Service

Getting Parents Informed and Involved: The CMT and CAPT Results - Melissa Barber, Maurice Nelson, Jason Phillips, Linda Tran & Mary Yakimowski, The University of Connecticut

Supporting Literacy Engagement for Upper Elementary and Middle Grade Students - Susannah Richards, Eastern Connecticut State University

A School Improvement Framework for Promoting Evidence-Based Academic and Behavior Supports - Michael Coyne, Sandra Chafouleas, Michael Faggella-Luby, Brandi Simonsen & George Sugai, The University of Connecticut

Professional Development for Mainstream Teachers to Work Effectively with Culturally, Linguistically, and Economically Diverse Learners - Michaela Colombo, Carol Shestock, Deborah McMakin & Cynthia Jacobs, The University of Massachusetts, Lowell

Preventing Reading Failure: Supporting Reading Development in the Primary Grades - Yves Crevecoeur, Athena Lentini, Maureen Ruby & Michael Coyne, The University of Connecticut

Closing the Reading Achievement Gap: Lessons Learned from a Synthesis on Reading Treatment Outcomes - Colleen Klein Reutebuch, Texas Tech University

Closing the Technology Gap: Incoming Freshman with LD/ADHD Need More than Just a Laptop - David Parker & Manju Banerjee, The University of Connecticut

Opening Keynote Speaker



Alfred W. Tatum, Ph.D.

Alfred W. Tatum teaches in the Department of Literacy Education at Northern Illinois University. Currently, he serves on the National Advisory Reading Committee of the National Assessment of Educational Progress. He provides professional development support to schools across the nation interested in addressing the literacy needs of students characterized as vulnerable, particularly African American adolescent males.

His book, *Teaching Reading to Black Adolescent Males: Closing the Achievement Gap*, was published by Stenhouse in 2005. It received the James Britton Award from NCTE and was recognized as a CHOICE Outstanding Academic Title of 2005.

Dr. Tatum's research interests are the literacy development of African American adolescent males and teacher professional development in urban middle and high schools. He earned his Ph.D. from the University of Illinois-Chicago.

Closing Keynote Speaker



Susan Eaton

Susan Eaton, an award winning journalist specializing in education, is the former assistant director of the project on school desegregation at Harvard, where she received a doctorate in education policy. Her work has appeared in the *Nation*, the *Hartford Courant*, and the *Boston Globe Sunday Magazine*.

Ms. Eaton's book *The Children in Room E4*, which recounts her experiences at Simpson-Waverly Elementary School in Hartford, CT is due out in January, 2007.

In Brief

The second annual Closing the Achievement Gap Conference will feature locally and nationally renowned speakers presenting research and best practices for closing the achievement gap.

The conference registration fee is \$100.00 and includes a catered lunch, parking, and conference materials. A reduced rate of \$50.00 is available for undergraduate and graduate students, and UConn faculty and staff.

Registration forms and directions can be found online at www.achievementgap.uconn.edu.

We are excited to announce our two keynote speakers: Alfred Tatum and Susan Eaton

Please be sure to register early, as we can only accommodate the first 300 registrations.

Schedule

8:00am	Registration
8:30am	Welcome & Overview
8:45am	Opening Keynote: Alfred Tatum
10:00am	Breakout Sessions A
11:15am	Breakout Session B
12:15pm	Lunch
1:15pm	Breakout Sessions C
2:30pm	Closing Keynote: Susan Eaton
3:30pm	Book Signing

The University of Connecticut
Neag School of Education

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University of Connecticut

CLOSING THE ACHIEVEMENT GAP CONFERENCE



Monday, May 21st, 2007
8:00 a.m. - 3:30 p.m.
Rome Ballroom
University of Connecticut

Check for updates at
www.achievementgap.uconn.edu